DOCUMENT RESUME

ED 248 538 CS 208 582

AUTHOR Hagerman, William L.
TITLE Broadcast Copywriting and Computer Assisted Instruction.
PUB DATE 6 Apr 84
NOTE 25p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 5-7, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Advertising; *Broadcast Industry; *Computer Assisted Instruction; *Computer Software; Education Work Relationship; Higher Education; *Journalism Education; Telecommunications; *Writing Improvement; Writing Instruction
IDENTIFIERS *Copywriting (Broadcast)

ABSTRACT

The teaching of broadcast copywriting can be enhanced by computer assisted instruction, especially in screening students' writing for adherence to classic "formulas" or "rules" for broadcast writing. Such rules might include avoiding cliches or not beginning a sentence with a subordinate clause. Other rules the computer can detect are the number of times a brand name is used, use of first person pronouns, the use of the future tense and some forms of the past tense, the use of negatives, the use of nonbroadcast punctuation, and the writing and spelling out of numbers. Such a program was designed for use on a main frame Honeywell Multics 68/80 at the University of Southwestern Louisiana. Through a series of questions and prompts the computer guides the student through the writing and rewriting of broadcast copy. Other queries the computer makes of the student concern the intended audience, the users, and the objectives of broadcast writing. Students who have used this program have said that the computer exercises are a good learning experience and that they learned more for immediate application than from conventional instruction. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED248538

Broadcast Copywriting and Computer Assisted Instruction

by

William L. Hagerman, Ph.D.
UNIVERSITY OF LOUISIANA
Lafayette, Louisiana 70504

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William L. Hagerman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A paper present at the annual convention of the Southern Speech Communication Association
Baton Rouge, Louisiana
April 6, 1984

CS 208 582

Broadcast Copywriting & Computer Assisted Instruction

by

William L. Hagerman

1. Introduction

America's colleges and universities have been instrumental in the computer revolution. We train computer scientists, computer programmers and computer operators. We recommend computer applications in business and industry. University professors are anxious to give others advice on using computers to increase efficiency, but reluctant to take any advice themselves when such changes may challenge the system's method of operation.

Computers have many of their roots in the Universities of America. Vanevar Bush at MIT developed what was perhaps the first successful computer, the "differential analyzer" in 1931. The first digital computer, the Harvard Mark I, was developed by Howard Aiken in 1944. The first electronic digital computer was introduced by the University of Pennsylvania in 1946. In the same year a major contribution came from John von Neumann and associates at Princeton with the proposal of internal memory. One of the most universally adopted computer languages, BASIC was developed at Dartmouth College in 1964.

In fact, the university has itself been compared to a computer.

> A university is primarily a system of storing, retrieving, processing, disseminating and creating information... and computers do exactly

the same... (Gerard, 1967, p. xv)

In addition to accounting, statistical analysis in research, simulation, content analysis, information retrieval and use as a printing press, the computer continues to gain momentum as a more direct aid to instruction.

Ohio State University psychologist Sidney L. Pressey developed a teaching machine in the 1920's, with development continued by B.F. Skinner at Harvard after World War II. Industrial psychologist Norman A. Crowder developed the concept of branching in 1955.

You may remember in 1968 "programmed instruction" was the magic methodology of instruction that made learning "easy" according to a Reader's Digest article. It was then only logical to bring together the techniques of the educational psychologists and the capabilities of the computer.

2. In the Classroom

Since the computer was first designed as a huge calculator, it probably follows that much of the initial computer assisted instruction use has been in elementary mathematics.

The computer revolution seems to be different from the panacea promised by educational television. Students didn't bring TV's to college with them from home so they could learn.... nor did many eagerly anticipate the next TV psychology lesson. Instructional TV didn't supply the entertainment students expected from television. In fact, quite the opposite, the talking heads had difficulty holding the

student's attention. There were attempts to make TV interactive, involving the student, but even this has met with only limited success.

With computers however almost a mystique seems to prevail. Students and parents "know" that the non-computer literate will be the disadvantaged worker of the future. The excitement, fascination and challenge of computer games seems to await students when they do assignments of computer assisted instruction. Can we capture this mystique and help students learn? I think so.

There are some 650 software companies producing instructional materials, but most of the materials being produced are for the elementary and secondary schools, and most are for use in the sciences. At some universities students are bringing their own micro-computers to school with them as they would a typewriter.

Computer assisted instruction works in the sciences. Experiments in the 70's showed the teaching value of the computer but the costs proved to be prohibitive. Instructors in broadcasting don't need to be reminded of the revolution in technology from the tube to the transistor to the micro-thin chip. Costs are plummeting. As computers proliferate, the concept of students doing their homework on a computer is becoming a reality.

What can the computer do that is adaptable to homework or classroom exercises?

1. It can calculate rapidly-- a process which may seem of little value in the humanities.

2. It can provide data to help make decisions. One of the ways to develop data is through calculations of course.
3. The computer is a patient tutor for drill and practice. The motivated student can continue until he has the information in hand.
4. The memory and calculating of the computer lend it to record keeping.
5. Information retrieval from extensive data banks is available now--at a price.

These exact functions are not the computer abilities I have found most useful. What else can it do?

6. The Computer can count the number of items entered. So timing of a spot can be displayed as the student progresses.
7. The computer can discern whether certain punctuation, letters, words or combinations of these are entered. So the computer can pick out undesirable words or word combinations and punctuction. By combining numbers 6 and 7, the times a brand name is used can be counted.
8. The computer can give prompts when needed or ask questions based on previously determined form requisites.
9. The computer can recall from memory materials previously entered, not only the instructor's programs, but the student's writing as well.

3. Adapting Learning Theory

If we look at some of the ways we learn, it may give us a little more insight as to how the computer can be used.

1. Students learn from repetition--old fashioned rote learning. This is the usual CAI drill and practice application.
2. We learn by association: comparing new ideas with concepts already held and noting differences or similarities--probably both.
3. In order to grasp an area of study we often develop categories or use those of others to understand relationships--and again associate with what we already know.
4. The first way we learn is probably by imitation. Like father, like son--like teacher, like student--the role model is probably more important than many of us realize.
5. Closely related learning-by-doing may be imitation and reinforcement, or it may be--
6. Learning by discovery in which the student learns by trial and error, often a longer process, but usually a method of greater retention.

The tutor or mentor uses all of these techniques to direct his charges with an expectation level that assumes a reasonable level of performance. While the computer may act as a drill master and help us

learn by rote--probably the most obvious utilization and the most elementary form of learning--the computer can also act as the tutor that asks questions to stimulate thought. . .the questions to which there are no absolute right or wrong answers.

We don't really understand a concept unless we can rephrase it in our own language. This may evolve from rote learning, but is not usually repetition verbatim. It may be paraphrasing, but in its most desirable form, it is interpretation that is an indication of comprehension.

After interpretation the next step in the hierarchy of Bloom's taxonomy is extrapolation, "the extension of trend or tendencies beyond the given data." (1) The first exercise in the copywriting sequence involves extrapolation, which is what the student is expected to do in building a copy platform, the first exercise in the computer assisted instruction in the series developed at the University of Southwestern Louisiana.

The second exercise--writing a straight copy radio spot--is another step up. It is application, "the use of abstractions in particular and concrete situations." (2)

---

(1) Benjamin S. Bloom, ed. Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. (New York: David McKay Company, 1956) p. 205.

(2) ibid.

In order to apply these abstractions or rules, it is necessary first to formulate rules to be used. Learning the rules is step number one. At this point in the evolution of the CAI for broadcast copywriting course the rules are included in printed form and in explanatory lectures.

Should these be computerized?

Perhaps, but the computer is going to completely replace neither the book nor the teacher. If we are to keep computer instruction fun and a game-like challenge that can motivate most college students, keeping CAI above the rote learning level seems important. Let's use the computer for what it does best. Those who make dire predictions that the computer is going to replace books and teachers should recall the predicted great teaching potential of TV which somehow has never quite been realized. The "super" teachers who were to be projected on TV screens in every classroom are still getting into classrooms (other than their own) primarily through the medium of the book. To be sure, the combination of the computer and television, as we will see a little later here, will again present another tool of instruction that can have far reaching consequences, especially in the psychomotor skills area.

3. Rules of Copywriting

How does one teach radio/TV copywriting? Well, the techniques are probably as varied as the number of teachers who profess to be able to train students in the skill.

Having never had a course in broadcast copywriting ten or twelve years ago, but seeing the obvious necessity of such a course in the curriculum where I was then employed as 3/4 of the radio-TV department, I gathered what books I could find, selected a text, and the evolution of rules began.

True, I had first taught a course in radio-TV newswriting (under similar circumstances) using the classic Wimer and Brix text, so I had some rules of oral English to proceed with.

I had the idealistic approach of Hanley Norrins' Compleat Copywriter to buttress the text, but perhaps most importantly I had the rules of grammar of a most remarkable teacher who taught me English in the seventh and eighth grades. Though I was an undergraduate English major in college, these basics from the seventh and eighth grades are by far the most important factors in determining the grammatical direction of my teaching.

The rules came long before the computer program. But, when the idea of a computer program seeped into my thinking, these rules were there ready and waiting to be utilized. I still haven't figured out how the computer can check for all of the rules, but it can check for probably half of the errors so the infractions of some of the rules at least can be cut-off-at-the-pass (so to speak) before the instructor's red pencil starts tearing students' submissions apart.

Two of the cardinal rules I follow are: (a) the way to learn to write is to write; and (b) the best writing is rewriting. To this end

students may submit assignments until they get an "A" or until an arbitrary cut-off date when my patience and tenacity have been sorely tried. So, a little help from the computer in screening half of the possible rule infractions is indeed a blessing.

4. Formulas

The Hanley Norrins book had some classic formulas that have been used through the years for writing spots. Maybe you use them. Do you apply Caple's rules or Schwab's rules or Whittier's Five I's. How about the 2-1-3 approach? Actually the one I've used through the years the most is the "motivated sequence" originated by Alan Monroe used in the traditional speech text by Monroe and Ehninger. Last year I discovered that this had evolved from advertising research, so perhaps the reason it seemed so appropriate was well-founded.

With all of these years of accumulated formulating knowledge, some students still seemed to have problems in getting things to hold together--to flow from idea to idea. So while these formulas were one of the structural elements of my course, there still seemed a need for another even more specific set of instructions. So the "cohesion formula" was born.

Now, with an additional set of rules as guidelines, I think we can safely say that we have progressed another few steps up the learning hierarchy to the synthesis level, especially when students graduate to the "no formula" option which allows greater freedom, but with the constant reminders of the computer's responses when rules appear to be

broken.

5. Some Rules

What are the rules?

They include such things as (a) avoiding clichès. Trite phrases and words that tend to condemn a writer's efforts to obscurity can be questioned as the author enters his material. There are probably many clichès that haven't been included, but as they pop up in student writing I try to add them to the computer's awareness. Actually, of course, who is to say for sure what is a clichè? One man's clichè is another man's use of speech familiar to the intended audience.

Another rule is (b) "Don't begin a sentence with a subordinate clause." This rule comes from Weimer and Brix and I'm not sure I really agree with it--at least all of the time. In fact I tell students when they learn to use the rules, then they can start breaking them (after they get out of my class) if they have good reason.

The no-beginning-subordinate-clause rule is one the computer can usually pick up since most of the clauses are adverbial clauses. This rule helps make students conscious of the grammatical structure they're using. We can teach creativity techniques, yet the spark of creativity seems to be a God-given gift--like a sense of humor. Craftsmanship with words, on the other hand, is something that comes from practice and perserverance. One can formulate rules. And following the right rules can lead to excellence as a craftsman.

Other rules the computer can detect are (c) the number of times the brand name is used; (d) use of the first person pronouns--not desirable in announcer-read, straight copy spots at many stations; (e) the use of the future tense and some past tense; (Present tense makes the message more imperative.) (f)the use of negatives (if it can be said in a positive way, the effect is more positive; (g) the use of non-broadcast punctuation such as the colon and semi-colon; and (h) the writing and spelling out of numbers.

There are some rules that the computer can detect part of the time such as the use of (h) passive voice and (i) intransitive verbs. When these seem to be a problem, the computer message is to check to see if the student using the desired percentage (75%) active voice.

These aren't the only rules I expect my students to follow. They're just the ones that I have figured a way for the computer to check.

At the moment the programs are running on a main frame Honeywell Multics 68/80 so I don't have floppy disk we can insert in the Apple down here. I do hope to have some disks to make the programs more transportable by this time next year. We don't have a video projector and a telephone line to tap into Multics so I have prepared some slides. They don't have quite the excitement of direct computer communication, but I have the security of knowing that the computer isn't down, or the phone lines aren't all busy, which often happens this time of day.

When the student logs in he gets this message:

```
***  ************************************************************************ ***
***  *                                                                      *  ***
***  *                          WELCOME TO                                  *  ***
***  *                                                                      *  ***
***  *                      THE WONDERFUL WORLD                             *  ***
***  *                    of  Communication 240                             *  ***
***  *                                                                      *  ***
***  *                                                                      *  ***
***  *                                                                      *  ***
***  ************************************************************************  ***

***  -:        To list the table of contents type in "table"          :-  ***
```

AT THIS POINT THE STUDENT FOLLOWS THE INSTRUCTION AND TYPES IN "TABLE."

```
     (in)   table
```

THE COMPUTER RESPONDS WITH THE TABLE OF CONTENTS FOR THE COURSE.

```
                Continuity Writing for Radio and Television
                        TABLE OF CONTENTS

          1. Construct a Copy Platform
          2. Write a 30 or 60 second straight copy spot.
          3. SFX/MULTI-VOICE Radio Spot
          4. Feature Narrative
          5. Active Passive Voice
          6. Active Voice Drill #2
          7. Print Test Scores on Screen
          8. QUIT

     Print the number of the program you wish  when the question mark appears.

     Number of the selected exercise.
     ? (in ) 1
```

AGAIN THE STUDENT RESPONDS, SELECTING THE DESIRED EXERCISE.

THE COMPUTER COMES BACK WITH:

```
     This is a program to prepare a copy platform.

     Please give your first name.

     Type your FIRST NAME only.
     ? (in ) William

     What is your middle initial?
```

Middle Initial
? (in) L.

Please enter your last name.

Last Name
? (in) Hagerman

What do you like to be called?

informal name
? (in) Bill

Remember, this is just a dumb computer program.
It will read what your write, not what you mean to write.
If you make an error in spelling, use RUB OUT to erase it.
Then, type the word correctly.
USE OF THE ARROWS TO REPOSITION THE CURSOR WILL RESULT IN MANY ERRORS.

O.K., Bill , let's construct a copy platform.

What is the product or service you are featuring?
An example of the product or service would be: WINE, RADIO PROGRAMMING
EDUCATION, or MEN'S CLOTHING. Do not list a brand or company
name here.

Product or Service
? (in) television programming

What is the brand name of your product or the name of the company
providing the service to be advertised?

Brand Name or Company Name
? (in) Cajun Quiz Bowl

Will this copy platform be used for a spot only for radio
or only for television?

yes or no answer
? (in) yes
Are you writing this spot for radio or for TV?

Medium
? (in) radio

With radio you can choose the audience you want your message to reach.
Please select one or more of the station format types you intend
to use.
You may select as many as are appropriate from the following list
--one at a time.
You may designate the formats by initials listed .

AOR	album oriented rock	FL	Foreign Language
AC	adult contemporary	J	Jazz
B	black	MOR	Middle of the Road
BB	big band	N	News
BM	beautiful music	O	Oldies
CW	country	RL	Religious
CL	classical	TF	Top 40
D	disco	T	Talk
EZ	easy listening	S	Sports

stations' format initials
? (in) AOR
DO you wish to select an additional station format?
? (in) yes

OTHER QUERIES THE COMPUTER MAKES OF THE STUDENT ARE:

What audience do you expect the positioning of your radio
spots to attract?

Who are the prospective users of television programming ?

What is the one specific objectives that you expect to accomplish
with this radio spot promoting television programming ?

SOME QUESTIONS ACT AS PROMPTS, SUGGESTING POSSIBLE ANSWERS

From the following list pick your PRIMARY focus for this spot.
Select ONLY ONE.
A. Name recognition
B. Logo or package recognition
C. Motivate the listener to go out and buy.
D. Provide information about the product.
E. Build the sponsor's image.
F. Stress product benefits.
Please WRITE ONLY THE LETTER of the objective you have selected.
If none of these objectives seems correct, insert a 'G', and hit
return. Otherwise put in letter 'A', 'B', 'C', 'D', 'E' or 'F'.

THE STUDENT IS ASKED TO FOCUS HIS ATTENTION ON THE PRODUCT BENEFITS

HE IS ALSO GIVEN SOME COMPUTER RELATED INSTRUCTIONS NOT SHOWN HERE.

QUESTIONS INCLUDE:

What is the primary advantage you are going to feature to promote the use of your client's television programming ?

IN SOME CASES AN ANSWER IS NOT REQUIRED.

Are there other points that you think should be made in this spot? If fewer than two or if you don't know, write 'none' when the question mark appears.

What are two disadvantages that the competition may have when compared to your product or service? If less than two disadvantages, please insert 'none' when the question mark appears.

IN SOME CASES THE ANSWER HAS BEEN PREDETERMINED BY THE ASSIGNMENT OR BY

IN-CLASS BRAINSTORMING.

What are the slogans or catch phrases for Cajun Quiz Bowl you will be using in the campaign? If none has been formulated or more are requested than you have decided upon, write 'none' when the question mark appears.

THEN THE STUDENT IS ALLOWED TO PREVIEW HIS PRINTOUT

Bill , you have now supplied information for a copy platform which will be printed out on the terminal.

William L. Hagerman
Communication 240
04/01/83

COPY PLATFORM

PRODUCT OR SERVICE	television programming
MEDIUM	radio
STATION FORMAT	album oriented rock
	top 40
PROBABLE AUDIENCE	18 to 34 age adults
PROSPECTS	high school students
	parents & friends of h.s. students
	general Sunday morning audience
PRIMARY OBJECTIVE	Motivate the Listener to Buy
ADVANTAGE TO BE FEATURED	sense of competition
	local participants
	root for your favorite team
	test yourself
	entertaining
	educational
COMPETITOR DISADVANTAGE	not local
	not of general audience interest
SLOGANS or CATCH PHRASES	Breakfast with the champions
	The name of the game is Cajun Quiz Bowl

THE STUDENT SEES THAT HIS COPY PLATFORM IS BEING PRINTED WHEN THE COMPUTER SENDS THIS MESSAGE.

```
1 request signalled, 2 already in printer queue 3
r 09:37 4.092 87
```

BY AGAIN TYPING IN "table" THE STUDENT CAN NOW WRITE HIS SPOT, USING THE COPY PLATFORM AS A GUIDE. THE COMPUTER REPLIES WITH:

FORMATTED STRAIGHT COPY
RADIO SPOT

Hello there!

I will help you as you write a radio spot.
This commercial will be straight copy.

Please let me warn you about something! I really am not as smart as I look. When I ask you to do something, you must do EXACILY as I say, or I will not be able to understand you!

AFTER GETTING THE STUDENT'S NAME AGAIN, THE QUESTIONS BEGIN.

THE STUDENT GIVES THE PRODUCTS BRAND NAME, LENGTH OF THE SPOT AND IS

ASKED IF HE NEEDS INSTRUCTIONS IN RESPECT TO THE PROGRAM.

AFTER READING OR SKIPPING THE INSTRUCTIONS, THE STUDENT IS TOLD:

Now, please select the format you wish to use for this straight copy radio spot. Select the NUMBER that corresponds to the format you wish to use from the following list:

1. Motivated Sequence
2. Cohesion Formula
3. Caple's
4. Schwab's
5. 2-1-3
6. No formula

number representing the desired format.
? (in) 1

HAVING SELECTED THE MOTIVATED SEQUENCE, THE STUDENT IS GIVEN AN OUTLINE OF THE FORMAT TO REINFORCE MATERIALS ALREADY DISCUSSED IN CLASS.

The Motivated Sequence consists of 5 steps:

1. The ATTENTION step
2. The NEED step
3. The SATISFACTION step
4. The VISUALIZATION step
5. The ACTION step

First is the ATTENTION step. How do you intend to get the listener's attention?
O.K., William, please type in the first line of your radio spot:

? (in) Do you think there are no good shows on on Sunday morning?

Can the question you asked be answered in a negative way?

? (in) yes

Perhaps this idea can be restated so as not to evoke a
negative reply.

My "eagle eyes" picked up negative connotations in that line!
Check for words such as "can't", "never", etc.
Negatives are wrong if you can just as easily make the same
statement in a positive manner.

Do you want to make changes in this line?
? (in) yes
Please type in the revised line:

? (in) Sunday morning holds excitement for elevision viewers.

Does this complete the ATTENTION^^^^^ step?
? (in) yes

Your spot now runs about 3 seconds.

Now the NEED step. Why does the listener need to listen
to the rest of this spot, OR what is the problem that
needs solution?

Sunday morning holds excitement for television viewers.

Please type in another line:

? (in) You can join in the fun on your local Louisiana Public

IF THERE IS NO ENDING PUNCTUATION THE COMPUTER ALLOWS THE INPUT

TO CONTINUE WITHOUT SOME OF THE QUESTIONS WHICH WOULD OTHERWISE

BE INITIATED AT THE END OF A LINE.

Continue your input.

? (in) Broadcasting station.

THEN THE COMPUTER ASKS:

Does this complete the NEED^^^^^^^^^^ step?
? (in) yes

Your spot now runs about 7 seconds.

The SATISFACTION step satisfies the need that the need step
has just established. This will probably be the longest

step in your spot.

AFTER EACH STEP THE SPOT IS REPEATED UP TO THIS POINT:

Sunday morning holds excitement for television viewers.
You can join in the fun on your local Louisiana Public
Broadcasting station.

Please type in another line:

? (in) The name of the game is Cajun Quiz Bowl.

IF THERE ARE NO ERRORS THAT THE COMPUTER CAN DETECT, THE QUESTIONS,

EXPLANATIONS AND INPUT CONTINUE. AFTER EACH STEP OR EXTENDED INPUT,

A TIME CHECK IS GIVEN. IT BECOMES MORE FREQUENT AS THE END APPROACHES.

WHEN COMPUTER PRESUMES TO DETECT ERRORS, THE STUDENT IS ALLOWED TO

MAKE CORRECTIONS.

. . . . . .

Please type in another line:

? (in) You'll enjoy every moment of Cajun Quiz Bowl.
Absolutes such as 'ever,' 'all,' and 'every' tend to limit
your credibility. Is this really what your mean?

Future tense tends not to be as acceptable as present tense forms.

Do you want to make changes in this line?
? (in) yes
Please type in the revised line:

? (in) You'll really enjoy watching your favorite high school teams on

Future tense tends not to be as acceptable as present tense forms.

Do you want to make changes in this line?
? (in) yes
Please type in the revised line:

? (in) Enjoy watching your favorite high school teams on Cajun Quiz Bowl.

. . . . . .

Your spot has reached a length of about 31 seconds.

Does this complete the ACTION-------- step?
? (in) yes

You used a form of the name Cajun Quiz Bowl a total of 4 times.

AFTER INPUTING THE COMPLETE SPOT, THE STUDENT HAS ANOTHER CHANCE TO MAKE CORRECTIONS AND DO MINOR REWRITES. ALL THE LINES ARE DISPLAYED NUMBERED AND HE MAY REWRITE ANY LINE. IN THIS VERSION FORMATTING CODE IS ALSO DISPLAYED AND THIS IS EXPLAINED TO THE STUDENT SO HE WILL NOT ERASE IT IN ERROR.

```
 30 Enjoy watching your favorite high school teams on Cajun Quiz Bowl.
 31 .un 15
 32 ACTION--------
 33 Tune to cKLPB, channel 24 . . .cable channel 13 in Lafayette . .
 34 every Sunday morning at 10:00.
 35 Watch Cajun Quiz Bowl Sundays at 10:00.
 36
Select the number of a line you wish to change when the
question mark appears.
If no changes are desired, write in 'none.'
? (in ) 33
```

AFTER THE STUDENT SELECTS THE LINE TO BE CORRECTED, IT IS REPEATED AND HE IS ASKED TO TYPE IN THE CORRECTED LINE.

```
Tune to cKLPB, channel 24 . . .cable channel 13 in Lafayette . .

Write in your revised line.
? (in ) Tune to KLPB, channel 24 . . .cable channel 13 in Lafayette . .
```

THE COMPUTER THEN REPEATS THE CORRECTED LINE AND THE PROGRAM CONTINUES. ON THE COMPLETED SPOT, THE FORMAT STEPS ARE PRINTED PRIMARILY FOR THE BENEFIT OF THE INSTRUCTOR IN EVALUATING THE SPOT.

HERE'S WHAT IT LOOKS LIKE.

William L. Hagermar
Cajun Quiz Bowl
31 seconds
Motivated Sequence
04/01/83

ATTENTION	Sunday morning holds excitement for television viewers.
NEED	You can join in the fun on your local Louisiana Public Broadcasting station.
SATISFACTION	The name of the game is Cajun Quiz Bowl. Each Sunday morning at 10:00 students from local high schools compete for the quiz bowl championship on Cajun Quiz Bowl. Root for your favorite team. Compare your knowledge with today's high school students.
VISUALIZATION	Enjoy watching your favorite high school teams on Cajun Quiz Bowl.
ACTION	Tune to KLPB, channel 24 . . .cable channel 13 in Lafayette . . every Sunday morning at 10:00. Watch Cajun Quiz Bowl Sundays at 10:00.

6. Student Reaction

Sometimes an instructor's ego is such that he or she is sure that his teaching methods are well received when in reality such may not be the case.

With this in mind a survey was conducted of the Sophomore level Continuity Writing class at the University of Southwestern Louisiana on

March 8, 1983 to evaluate students' attitudes in respect to the use of computer assisted instruction to teach radio commercial writing. The class had 15 students of whom 14 were present.

The first section of the questionnaire dealt with student's attitudes toward the computer in general. Ninety-three percent thought that the computer knowledge from the class would be of some help in the future, 57% indicating they expect it to "help a lot." Seventy-one percent felt somewhat intimidated by the computer when first approaching the project, but 86% felt no intimidation after six weeks of computer assisted assignments.

Though 93% admitted that the instructor had influenced their positive attitude toward the program, 43% indicated that their response would have been much the same with any instructor using the same material.

Although computer confidence is a desirable effect of the instruction, it is hardly the main point of this class in broadcast writing. The main question of course should be: "Do students learn more about broadcast copywriting?" I felt that comparisons with previous classes might not be valid because the quality of students overall at U.S.L. seems to be improving. In fact the ACT scores of entering Freshmen are increasing substantially. The value of the instruction then was left to the perceptions of the students themselves.

None of the students thought they learned less about writing as a result of the use of computer assisted instruction. Sixty-four percent

thought they learned more for immediate application compared to having conventional instruction. Thirty-six percent thought the learning level was about the same. In terms of what students thought they would retain "a year from now," 79% thought they would retain more while 21% thought retention would be about the same.

Eighty-two percent of the students found the computer assisted instruction "exciting and fun." Seventy-one percent said they would recommend the class to other without hesitation based on the computer assisted instruction and 86% proclaimed the computer exercises to be "a good learning experience."

The more programs I prepare for the class, the more opportunities students have to use the computer for class writing assignments, the better the programs become and in turn the more enthusiasm seems to result. The effort takes much extra time at this point. But, for the future it looks like increased efficiency in teaching is going to result.